

Unit 1 Fall 2014

Subject/Grade: English 12

Course: British Literature

Unit Title: The College Essay (3 Weeks)

Stage 1 - Desired Results

Content Standards: *This section lists the secondary content standards that are addressed in the unit (e.g., CCSS, GSEs, NGSS, Industry Standards, etc.)*

Reading:

[CCSS.ELA-LITERACY.RL.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.11-12.3](#) Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

[CCSS.ELA-LITERACY.RL.11-12.5](#) Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Writing:

[CCSS.ELA-LITERACY.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[CCSS.ELA-LITERACY.W.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-LITERACY.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking & Listening:

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions: *This section identifies core essential questions in this unit*

1. What makes a good story?
2. How do words define an individual?
3. Why revise?

Understanding: *This section identifies the big, enduring ideas of the unit*

1. Students will understand that compelling stories are defined both by content (what authors talk about) and style (how they say it).
2. Students will analyze and attempt to capture in their own writing the ways words can bring characters -- real & imagined -- to life as vivid, rich, and complicated people.
3. Students will understand that good writing requires multiple revisions, feedback, and patience.

<p>Students will know: <i>This section identifies key concepts and <u>knowledge</u> students will acquire as a result of this unit</i></p> <ol style="list-style-type: none"> 1. The components of thorough editing and revision 2. Rhetorical Devices that enhance narrative and reflective writing (alliteration, imagery, repetition, simile, metaphor, allusion, irony, hyperbole, etc) 3. The components of and distinctions between narrative and reflective writing 4. Good Discussion Habits such as pre-writing, referring to the text, building upon one another's comments, questioning, making connections, maintaining civil discourse, etc. 5. Different structures of narrative and reflective writing such as mood, voice, pacing, flashbacks, etc. 6. Correct methods of punctuation. 	<p>Students will be able to: <i>This section identifies what students should be able to do as a result of such knowledge. What <u>skills</u> do they now have?</i></p> <ol style="list-style-type: none"> 1. Distinguish between revising and editing and employ both processes appropriately. 2. Identify and employ rhetorical devices to enhance writing on a word and sentence level. 3. Choose either narrative or reflective writing based on purpose and audience. 4. Participate in discussions that promote further understanding as well as maintain civil discourse. 5. Identify and explain how the structure of a text affects the overall significance. 6. Make artistic choices that reflect the purpose of the text. 7. Employ correct punctuation in writing and edit work for proper punctuation (namely commas, colons, semi-colons, etc)
---	--

Stage 2 - Assessment Evidence

Assessments: *This section identifies assessment tasks that the teacher will employ to assess student performance on the content standards identified in this unit. This section may also identify the rubrics used for scoring each assessment task*

2 Drafts & Final College Essay (650 words or less) (W3, W4, W5, W10)
 Graded Revisions (W4, W5, W10)
 Narrative/Reflective Essay Graphic Organizer (W3, W4, W5, W10)
 Entrance & Exit Tickets (RL2, RL 3, RL 5, W3, W10)
 Socratic Seminars (RL2, RL3, RL5, SL 1)
 Peer-Editing Checklists (W4, W5)
 Self-Completed Rubrics (W4, W5)
 Mindmap Graphic Organizers (W3, W4, W5, W10)
 Story Mapping (W3, W4, W5, W10)
 Carousel (RL 2, RL 3, RL 5)
 Four Corners (RL 2, RL 3, RL 5, SL 1)
 College Admissions Simulation (RL 2, RL 3, RL 5, SL1)
 Grammar Exercises and Worksheets (W5)

Stage 3 - Learning

Learning Activities: *This section lists suggested ENGAGING & EFFECTIVE activities for students to demonstrate their competency in the standards identified in this unit*

Note: These activities are differentiated in order to best reach all levels & types of learners:

Activities for ALL students:	Supports Provided:
<ol style="list-style-type: none"> 1. Narrative & Reflective Writing 2. Respond to Quotations (Carousel) 3. Self-Assessments in Writing and Discussion 4. Diagramming Essays 5. Socratic Seminar Discussions 6. Carousels 7. Grammar Practice: Proper Punctuation 8. Story Mapping 9. Annotating Texts 10. Graphic Organizers and Mindmaps for Brainstorming 11. Group Story Share 12. Individual Conferences 13. Creative Writing Prompts 14. Peer Assessment 	<ol style="list-style-type: none"> 1. Graphic Organizers 2. Modeling - Teacher & Student Work Samples 3. Group Work 4. Multimodal options (using art, videos, etc as prompts) 5. Directions presented in different ways (visually, audibly, etc) 6. Explicit Instruction 7. Organizational Systems (Notebook with Dividers for each section) 8. Focused Grading (Grammar) 9. Support of Inclusion Teacher and Reading Specialist 10. Seating Chart 11. Preferential Seating 12. Use of Auditory aids such as audiobooks and read-aloud software. 13. Accessible materials (all documents, plans, and handouts available on website) 14. Use of technology - Projector, Elmo, etc
Activities for MOST students:	Supports Provided:
<ol style="list-style-type: none"> 1. Varying Syntax/Sentence Structure 2. Sentence Combining 3. Further Stylistic Experimentation in writing 	<ol style="list-style-type: none"> 1. Explicit Instruction 2. Group Work 3. Modeling with student samples 4. Targeted Feedback 5. Individual Conferences
Activities for SOME students:	Supports Provided:
<ol style="list-style-type: none"> 1. Moving Beyond the three part thesis 2. Extra essays or full essays (rather than individual paragraphs) 3. Leadership Roles within Group Activities (i.e. Socratic Seminars, Group Work, etc) 	<ol style="list-style-type: none"> 1. Modeling 2. Explicit Instruction 3. Targeted Feedback (in particular, voice, blending quotes, etc)

Instructional Resources: *This section of the unit lists instructional resources & equipment available to teachers for this unit*

“The Money” by Junot Diaz

“Superman and Me” by Sherman Alexie

“Girl” by Jamaica Kincaid

“Touching the Earth” by bell hooks from Belonging: A Culture of Place

Kurt Vonnegut “The Shape of Stories” talk and visual depictions

Sample College Essays

Common Application Essay Prompts

Chart paper

Daily Powerpoints

Notebooks divided into sections (Essential Questions, Entrance/Exit Tickets, Writing, Class Notes,

Vocabulary, and HW)